

Leadership Academy of Utah

Developing scholars and principled leaders through leadership
education, the liberal arts, and innovative technology

Charter Application Proposal
Submitted to the State of Utah Charter School Board July 1, 2015

REQUIRED INFORMATION

Charter School Information				
1. Name of proposed charter school: Leadership Academy of Utah (LAU)				
2. Name of applicant: LAU Governing Board				
3. Authorized agent: Catherine Scott, LAU Board Secretary				
4. Mailing address: 2073 E. Sahara Drive, Salt Lake City, UT 84124				
5. Phone number: 801-274-3304			6. E-mail address: phrinslc@gmail.com	
7. District(s) where proposed charter school is located: Statewide				
8. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)				
Name	E-mail	Position on Board	Type of Member	Profession
Suzanne Christensen	tylerandsuzanne@gmail.com	Board Member	Parent	
Analisa Fisher	anniedfisher@gmail.com	Board Member	Certified Teacher	Middle School Teacher
Busch Jones	buschjones@gmail.com	Board Chair	Parent/ Professional	Human Resources
Valden Longhurst	vql.jobs@gmail.com	Board Member	Parent/ Professional	Information Technology
Dale Millsap	millsapd@gmail.com	Board Member	Parent/ Professional	Engineer
Ilarene Patton	ipatton@williamsburged.org	Board Member	Certified Teacher	Jr. High/ High School Teacher
Catherine Scott	phrinslc@gmail.com	Board Secretary	Parent/ Professional	Writer/Editor

9. Year school will start: 2016–2017 *(see below)	10. Grades served: 6–12
11. Requested enrollment Year 1 — Grade K: <u>0</u> , Grades 1–5: <u>0</u> , Grades 6–8: <u>225</u> , Grades 9–12: <u>300</u> , Total: <u>525</u> Year 2 — Grade K: <u>0</u> , Grades 1–5: <u>0</u> , Grades 6–8: <u>300</u> , Grades 9–12: <u>400</u> , Total: <u>700</u> Year 3 — Grade K: <u>0</u> , Grades 1–5: <u>0</u> , Grades 6–8: <u>375</u> , Grades 9–12: <u>500</u> , Total: <u>875</u> Year 4 — Grade K: <u>0</u> , Grades 1–5: <u>0</u> , Grades 6–8: <u>450</u> , Grades 9–12: <u>600</u> , Total: <u>1050</u> Year 5 — Grade K: <u>0</u> , Grades 1–5: <u>0</u> , Grades 6–8: <u>525</u> , Grades 9–12: <u>700</u> , Total: <u>1225</u> Does proposed grade configuration match resident district grade configuration? <u> </u> Yes <u>X</u> No	
12. Is this proposal seeking special treatment under UCA 53A-1a-501.9? <u> </u> Yes <u>X</u> No	13. Is this proposal seeking priority consideration under UCA 53A-1a-502.5? <u> </u> Yes <u>X</u> No
14. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B). <p style="text-align: center;">*LAU is seeking a waiver from R277-482-5, <i>Timelines—Charter School Starting Date</i>, in order to open in August 2016 instead of August 2017. See Attachment B.</p>	


Signatures
WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: Catherine Scott, LAU Board Secretary
Signature of Authorized Agent: 
Name of Charter School Board Chair (if different than Authorized Agent): Busch Jones
Signature of Charter School Board Chair (if different than Authorized Agent): Busch Jones

Table of Contents

<u>Executive Summary</u>	5
<u>Introduction</u>	5
<u>The LAU Board</u>	5
<u>Program Overview</u>	5
<u>Section 1: School Purpose and Goals</u>	6
<u>School Purpose</u>	6
<u>Mission Statement</u>	6
<u>Educational Foundation and Culture</u>	6
<u>Leadership Education</u>	6
<u>Liberal Arts Education</u>	7
<u>Innovative Technology</u>	7
<u>Community</u>	7
<u>Vision</u>	7
<u>Instructional Methods and Curriculum</u>	8
<u>Curriculum Overview</u>	8
<u>Evidence</u>	8
<u>Section 2: Market Analysis</u>	10
<u>Current Trends</u>	10
<u>Position of LAU in the Market</u>	11
<u>Distinguishing Factors</u>	11
<u>Section 3: Program of Instruction</u>	12
<u>Curriculum for Grades 6–8</u>	13
<u>Curriculum for Grades 9–12</u>	13
<u>Instructional Methods</u>	14
<u>Section 4: Performance and Measures</u>	16
<u>Educational Philosophy and Organizational Priorities</u>	16
<u>Academic Performance</u>	16
<u>Leadership Development</u>	16
<u>Approach to Assessment</u>	16
<u>Section 5: Governance</u>	18
<u>Board Membership</u>	19
<u>Appendix A</u>	21
<u>Appendix B</u>	31
<u>Attachment B</u>	36

Executive Summary

Introduction

Leadership Academy of Utah (LAU) is an innovative, statewide, fully online charter school that provides a rigorous liberal arts and leadership education for students in grades 6–12. LAU is unique among online charter schools in Utah. In addition to delivering an engaging, interactive liberal arts curriculum, The Williamsburg Curriculum (TWC), to meet or exceed Utah Core Standards in each grade, LAU offers TWC’s proprietary sequence of leadership courses, uses highly trained mentors that are adept at inspiring students in the curriculum, and understands families who choose to educate at home and provides them with a vibrant school culture, extracurricular activities, and a rigorous middle and high school option without disrupting their home-based lifestyle.

The LAU Board

The board of LAU is primarily comprised of parents of children who have utilized TWC through private, public, and charter schools, and who are experienced in the fields of education, business, engineering, and technology. After witnessing firsthand the remarkable progress of their students while enrolled in this program, they are fueled by the desire to enable other Utah students to experience the same life-changing benefits.

Nearly 200 Utah students completed courses in TWC during the 2014–2015 school year, and hundreds more have completed courses since its inception in 2009. Many parents of these students have expressed a loyalty to TWC and a desire to streamline the process of accessing these courses. Creating a charter school that seamlessly delivers TWC in its entirety answers this need while providing Utah students with a state-of-the-art, high-quality education they can access from home.

Program Overview

LAU is committed to providing a high-quality educational experience to Utah students in grades 6–12 by engaging students in the exploration of classic literature, history, science, philosophy and mathematics. In addition to providing instruction in the core subjects and a unique leadership curriculum, LAU connects a vibrant community of Williamsburg learners across the state of Utah, encouraging meaningful student-to-student and student-to-mentor interaction and relationships.

TWC’s real-time, interactive online classes are designed to encourage student participation and allow students to benefit from the questions and comments of classmates. Mentors interact personally with students, ensuring that each student is challenged at an appropriate level and is making personal connections with class content. The format and rigor of TWC prepares students for success in higher education, future careers, and personal endeavors.

TWC is designed to develop self-directed scholars and principled leaders. Additional advantages of this rigorous education include excellent results on standardized tests, high student and parent satisfaction rates, and high course completion rates. A charter school in Nevada, Leadership Academy of Nevada, just successfully completed its first year using TWC, and the board plans to structure LAU very closely to this already-working, established school.

Section 1: School Purpose and Goals

School Purpose

LAU will provide a unique, online education for Utah students in grades 6–12 by combining leadership education, a strong liberal arts education, and the latest learning technology. As outlined in 53A-1a-503, this school meets the following purposes: 1) Continue to improve student learning; 2) Encourage the use of different and innovative teaching methods; 3) Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school; 4) Increase choice of learning opportunities for students; and 5) Establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools.

Mission Statement

The mission of LAU is to prepare self-directed students for meaningful lives as principled leaders by combining leadership education, the liberal arts, and innovative technology.

Educational Foundation and Culture

LAU believes that to be prepared for the world in which they will live, today's students need an understanding of history and the world's great classics combined with real-world skills, such as written and oral communication, problem solving, relevant technology, community involvement, and clear vision. Through a blend of leadership education, liberal arts education, and innovative technological platforms, students are inspired to become lifelong learners, develop strong and ethical leadership skills, and maximize their unique gifts and potential.

Leadership Education

Leadership education cultivates intellectual growth, promotes human excellence (both private and public), and instills individuals with character, competence, and determination to do the right thing and to do it well. Strong, principled leaders are in great demand in today's economy and society. For example, when asked about the most important traits Google looks for in new hires, Laszlo Brock, senior vice-president of people operations for Google, listed leadership skills, saying: "What we care about is, when faced with a problem and you're a member of a

team, do you, at an appropriate time, step in and lead.”¹ Leadership education not only prepares individuals to step in and lead, but also prepares them to lead with confidence and integrity.

Liberal Arts Education

Youth preparing to be future leaders need a solid education in the liberal arts. Rather than teaching students “what” to think, a liberal arts education helps students develop the ability to think for themselves—an essential skill for leaders in communities, entrepreneurs in business, and statesmen in government. Those who know “how” to think ask the right questions and find innovative solutions to help build society. A recent study strongly reinforced the value of a liberal arts education,² and a *Huffington Post* author summarized the study with the following comment: “The best career preparation for an uncertain future may be the very skills and capabilities that a liberal arts education cultivates.”³

Innovative Technology

Students who learn to fluidly use and adapt to new technology have distinct advantages in today’s rapidly changing world. By using online collaboration software and other technology required for class, and through completing technology courses, students naturally develop fluent skills in the latest technologies.

Community

LAU students will benefit from a strong online education combined with community participation within the state of Utah. For example, regular field trips, community service projects, cultural experiences, STEM activities, simulations, outdoor leadership seminars, and workshops provide students with vibrant opportunities for real-life learning and meaningful relationships with community members, other students, and mentors.

Vision

Initially, LAU will serve 75 students per grade (grades 6–12). In the second year and beyond, emphasis will be placed on recruiting students into the 6th grade program, as grades 7–12 will most likely be fed by students from previous grades. By the fifth year, expected enrollment is around 175 students per grade.

LAU students are passionate learners who are highly engaged in learning and in developing authentic, lasting, and diverse social relationships with other students and mentors. Additionally, core activities identify each individual student’s potential and draw out his/her unique gifts. LAU graduates will be able to utilize their unique gifts to lead in any capacity after graduation. Similarly, the rigor of TWC prepares graduates to successfully adapt to

¹ Friedman, Thomas L. “How to Get a Job at Google.” *The New York Times*, February 22, 2014

http://www.nytimes.com/2014/02/23/opinion/sunday/friedman-how-to-get-a-job-at-google.html?_r=1

² <http://www.aacu.org/press/press-releases/new-report-documents-liberal-arts-disciplines-prepare-graduates-long-term>

³ Randall, Donna. “New Study Points to Liberal Arts Graduates’ Success.” *Huffington Post*, February 10, 2014
http://www.huffingtonpost.com/donna-randall/new-study-points-to-liberal-arts_b_4759837.html

ever-changing technology and to live meaningful, principle-driven lives within a socially diverse culture.

Instructional Methods and Curriculum

To realize this ambitious vision, LAU is designed around TWC and its methods. TWC has been utilized by students in the Utah market for several years, and LAU board members represent many families that have requested the organization of a Utah charter school that provides seamless, full access to this curriculum.

Curriculum Overview

TWC for grades 6–8 is designed to help students build confidence and compassion, while laying a sound academic foundation for the high school years. It uses classic literature, discussion, and hands-on projects with high personal relevance to meet or exceed Utah Core Standards and invites students to gain new skills and begin considering the beauties and mysteries of the world beyond themselves.

TWC for grades 9–12 is also designed to meet or exceed Utah Core Standards while preparing self-directed scholars for meaningful lives as principled leaders. It is rooted in the belief that every student has the potential to change the world in significant ways, every student inherently desires a meaningful life, and every student can effectively lead their own lives and relationships if they have the requisite training and desire.

The spine of TWC is the leadership program. TWC defines leadership as three main habits: 1) making and keeping commitments; 2) learning to manage time, tasks, and energy; and 3) developing and nurturing healthy relationships. TWC helps students develop these habits through a sequence of proprietary leadership courses. These courses also help students prepare for college and develop healthy and effective relationships with money.

TWC utilizes mentors—not just teachers. Mentors are highly qualified licensed teachers or paraprofessionals that work under the direction of highly qualified licensed teachers. In addition to helping students learn necessary information and skills, mentors take personal interest in each student, helping students recognize their unique gifts, develop these gifts, and use these gifts to benefit others.

Evidence

A significant advantage for LAU is its partnership with Williamsburg Educational Services (WES), the education services provider that administers TWC. LAU's partnership with WES will propel students to excellence starting with year one by using a proven curriculum, methods, and practices, and by ensuring teachers and administrators are trained to support them.

Achievable, measurable, and relevant results from using TWC include:

1. High Achievement on Standardized Test Scores

The main goal of TWC is to teach students how to think. A byproduct of the success of this goal is high achievement on standardized tests—especially in English language, reading, and writing. All schools offering TWC are open enrollment/non-selective. As of May 2015, the average scores on the ACT test for students using TWC are as follows:

Average Williamsburg Student ACT Scores

	English	Math	Reading	Science	Combined English and Writing	Composite
Score	28	21	27	24	26	25
Percentile	81 st	57 th	78 th	69 th	80 th	75 th

2. High Course Completion Rates

Course completion rates are an important indicator when assessing the engagement, usability, and internal integrity of a curriculum or program. The emerging online education industry is still working to establish best practices in this area, and currently no online course rate comparisons have been published by the U.S. Department of Education, the International Association for K-12 Online Learning, or Quality Matters. However, anecdotally, most programs report completion rates of around 70%. Students taking courses in TWC have a 90% completion rate. To our knowledge, this is a very high course completion rate in the industry.

3. High Student and Parent Satisfaction Rates

Each year, all students and parents of students using TWC complete a survey measuring their satisfaction with the curriculum, methods, and mentors. Over 95% of those surveyed say they have already or would recommend TWC to a friend. Current research⁴ suggests this is the single most predictive data point to gauge customer satisfaction.

4. Recognized Industry Leadership and Experience

Online schools using TWC and key figures in WES leadership have been recognized as industry leaders:

- Williamsburg Academy, the flagship private school that administers TWC, headquartered in St. George, Utah, won the *United States Distance Learning Association's* 2014 Platinum Award for “Best Practices for Distance Learning Teaching.”
- Erin Mwanje, Middle School Program Director at Williamsburg Academy and WES team member, holds a degree from Harvard’s Graduate School of Education and led the team that crafted WES’s innovative, project-based grades 6–8 curriculum.
- James Ure, Esq., Headmaster at Williamsburg Academy and WES co-founder, was

⁴ http://en.wikipedia.org/wiki/Net_Promoter

selected in 2012 as one of the top five online teachers in America.

- Pete Jensen, WES CEO, holds a master's degree in business administration and has experience overseeing all staffing and financial aspects of multiple online schools.

5. Successful Model School

LAU will be structured very closely to an already-working, successful online charter school in Nevada, Leadership Academy of Nevada, for whom WES provides curricula, professional development, financial consulting, technology systems, and other services. This school reports a very high level of satisfaction with the curriculum and support provided by WES, and early indications are that this school is on track to become a leader in online learning in Nevada.

Section 2: Market Analysis

Current trends, relevant data, and the market position of LAU indicate significant market demand for LAU's model as proposed in this application.

Current Trends

As of the 2014–2015 school year, fully online charter schools were operating in 26 states, including several Utah schools. A school is fully online if it offers all required courses in an online format. According to the Evergreen Education Group, charter schools offering a fully online education “have a higher percentage of schools that use digital tools and content in ways that substantially change the instructional approach, than either traditional public schools or private schools.”⁵

In 2013, four statewide, online charter schools served 3,491 Utah students, a 14% annual increase (Watson et. al, 2014). Several statewide, fully online charter schools are currently serving Utah students in the 2015–2016 school year, including: Mountain Heights Academy, Utah Virtual Academy, Utah Connections Academy, and Lumen Scholar Institute. Other charter schools provide a blend of online and on location learning, such as Athenian eAcademy and Alianza Academy. Multiple school districts in Utah offer online programs or have created online schools to serve their individual district and students in other districts, such as Utah Online School, which serves 1600 students. Utah also has a Statewide Online Education Program that allows students to access public funds to earn credit through qualifying online course providers. In addition to statewide, fully online charter schools, Utah also has two online learning providers, My Tech High and Harmony Education. These corporations partner with public school districts and charter schools to offer curriculum at no cost to students. A 2014 newspaper article estimated that these two companies alone served 2,550 Utah students.⁶ LAU

⁵ Watson, John, Larry Pape, Amy Murin, Butch Gemin, and Lauren Vashaw. “Keeping Pace with K-12 Digital Learning.” Evergreen Education Group, 2014

⁶ “Audit Finds Poor Oversight of Utah Schools’ Online Education.” *The Salt Lake Tribune*, February 27, 2014

board members are aware of the recent state audit performed on Utah’s distance and online education programs⁷ and intend to comply with state mandated rules specified in the audit.

The rise of these K–12 virtual classes and programs parallels the trend in higher education to offer fully online classes for college credit and Massive Online Open Classes (MOOCs), suggesting that demand for online classes and programs will continue to grow. If the current trends continue, and the data about what defines a quality online education continues to mount, online schools that follow best practices for online education are likely to experience sustained growth.

Position of LAU in the Market

LAU is uniquely positioned to capture market share its first year because of its partnership with WES. WES has built a large network of Utah families who have completed courses or have been interested in TWC for several years. Currently, WES has over 1,500 Utah contacts in its database, many of whom, based on initial surveys, are interested in the formation of a Utah charter school that offers TWC. More detailed information about survey results will be provided in the full application.

Further, nearly 200 students in Utah in the 2014–15 school year have completed courses in TWC, and hundreds more have completed courses since the inception of TWC in 2009. Students have accessed these courses by paying private school tuition or by enrolling in a charter school or online learning provider that offers TWC as one of its many curricular offerings. Personal experiences and information gathered from other parents suggest that many of the students accessing TWC through a charter school maintain high loyalty to TWC and are dissatisfied with the need to work through multiple organizations; these families would prefer to work solely through one organization that exclusively offers TWC.

Distinguishing Factors

Several significant factors differentiate LAU’s model from other online schools in Utah. While there are currently several other online programs, TWC’s innovative, interactive experience is unique from these programs in many ways:

Most Online Courses	LAU’s Courses
Students watch recordings of lectures.	Students engage in live, highly interactive class sessions multiple times a week in each course.
Courses are led by teachers whose primary function is grading assignments. Students in most online programs report a lack of relationship with teachers.	Courses are led by mentors who interact in real time with students in class sessions. Mentors know students individually and provide individual

⁷ Performance Audit 2013-02: Distance and Online Education Programs in Utah Schools, <http://schools.utah.gov/internalaudit/Public-Record-Reports/PRR2013/Report201302.aspx>

	support. Students using TWC list their relationship with mentors as one of their top reasons for taking TWC courses.
Students have little to no interaction with peers, learning in an isolated environment of watching recordings and completing assignments.	Students interact regularly with peers during classes and on group assignments, and learn from questions and comments made by their peers. TWC assignments require collaboration that facilitates friendships between students, exposing them to new people and new ideas.
Most courses use multiple choice quizzes, short essays, and fill-in-the-blank questions.	Courses use assignments that inspire participation and engagement from students, including simulations, debates, student presentations, moot courts, student-led colloquia, hands-on science projects, and more.
Class content is prepared from many different online resources and programs and sewn together into a patchwork that often lacks consistency, engagement, and personalization. Courses lack unifying themes relevant to students' lives.	All courses are unified by a leadership theme, which is clearly defined and executed in each course. Mentors and administrators are trained to support each course and the program in general, giving students a cohesive, unified experience as they accomplish school-wide learning outcomes.

For all of these reasons, by offering TWC, LAU stands out from other available online programs, market demand exists for the program offered by LAU, and LAU is uniquely positioned to capitalize on this demand.

Section 3: Program of Instruction

The most important factor that will help LAU realize the vision laid out in Section 1 is TWC and its program of instruction. TWC naturally and seamlessly supports the vision and goals of LAU. It is designed to be implemented in an online format and is already in use across multiple schools and districts in several states. LAU will be the only provider of TWC in Utah, seamlessly offering TWC as a full package. LAU intends to adhere to a level of high fidelity to TWC while ensuring that the Utah Core Standards for each grade are being met or exceeded.

As parents of children who have utilized TWC, board members can personally attest to the academic rigor, the individual attention, and the general success of this curricular model. Not only have their children experienced remarkable academic growth, increased responsibility and great love of learning while participating in these classes, they have also developed a stronger sense of self, increased confidence in their ability to learn, and a stronger desire to have a positive impact in the world in which they live. They have developed lasting, meaningful relationships with mentors and fellow students. Witnessing such positive developments in their

children has fueled the board's desire to make this curriculum more readily available to additional students in Utah.

Curriculum for Grades 6–8

TWC for grades 6–8 is designed to draw out students' natural leadership abilities while building fluency in the liberal arts and technology. Through reading, writing, discussion, and project-based learning, students develop knowledge and understanding of key figures and ideas that have shaped the world today, and they examine how they themselves have been shaped. They also consider how they want to shape their futures, and begin to identify the unique ideas and skills they might contribute to the world. Assignments are designed to help students form personal connections to learning topics, increase content retention, and inspire students to explore more complex subjects in high school.

Based on the current TWC format, students in grades 6–8 will be enrolled in the following core courses:

- **STEM:** Students cover subjects including science, technology, engineering, math, and STEM-related literature. Classes are project and people based, and in addition to regular readings and assignments, students will complete one scientific expedition per semester. Students learn and practice math using an online math curriculum, with additional math topics taught through math-related literature.
- **Humanities:** Students develop their reading, writing, thinking, revising, and memorizing skills as they explore topics in social studies, language arts, literature, art, and writing. Students' abilities to speak, write, listen, and read fluently are honed through specially designed assignments and projects. Classic literature is emphasized, as well as relevant art and music.
- **Leadership:** Students gain practical knowledge and lifelong habits related to time management, study skills, friendship, relationships, and self-government. Students gain confidence that they can develop the academic and social skills necessary to become leaders.
- P.E., health, and all other classes required in the state of Utah will be offered, as well as electives such as typing, photography, and foreign languages.

Curriculum for Grades 9–12

TWC for grades 9–12 is rooted in the belief that every student has the potential to change the world in significant ways, every student inherently desires a meaningful life, and every student can effectively lead their own lives and relationships if they have the requisite training and desire. In high school, student scholars learn about The Great Conversation between the most influential thinkers and writers of today and the past, and they study some of history's great works of literature, art, and music, with an emphasis on understanding the development of western civilization.

Based on current TWC offerings, students in grades 9–12 choose from core course offerings in:

- **Math:** Math classes are a combination of live, online classes and independent work using an online math curriculum. Classes are offered in pre-algebra through precalculus, and the LAU board is exploring options for dual enrollment with a local college or university for higher math classes. Students benefit from the ability to move to the next math level mid-year if they complete work at an accelerated rate.
- **Science:** Science classes consist of live online classes, live online science labs, online learning sessions, and challenging projects and assignments. Classes are offered in Earth Science, Biology, Chemistry, Physics, and Astronomy.
- **Language Arts and Writing:** Language Arts classes are built around classic, compelling, meaningful works of literature. Students are taught to recognize themes, character development, symbolism and human nature, and they are encouraged to apply what they have learned to their own lives. Classes are offered in American Literature, Political Literature, Short Stories, World Literature, Journalism, Debate, and Public Speaking. Separate writing courses are taught to help students hone skills such as performing research, constructing essays, writing to specific audiences, and revising.
- **Social Studies/History:** Social Studies and History courses work hand-in-hand with Language Arts courses so history is taught in context of literature, art, and biographies of world leaders. Students are encouraged to discover patterns, explore complexity and ambiguity, and trace how historical ideas contribute to current debates. The history classes in TWC are classified as honors classes, and classes offered are: U.S. History, Government and Economics, World Civilizations, and Geography and World Events.
- **Leadership:** High school students take courses that focus on making and keeping commitments; learning to manage time, tasks and energy; preparing for college; understanding money and budgeting; and developing and nurturing healthy relationships.
- In addition to these courses, TWC offers courses in fine arts, P.E. and health, technology, and foreign languages.

TWC is rigorous and emphasizes mastery-based learning rather than mere seat or logged computer time. It requires students to think, question, listen, and defend their positions. It is designed to nurture a positive culture of learning, and it effectively prepares students to achieve outstanding results on standardized tests and transition easily into higher education.

Instructional Methods

As described in Section 1, mentors charged with delivering TWC have deep and meaningful opportunities to not only inspire students to learn, but also to positively influence students' lives. Mentors trained to deliver TWC are highly skilled in the following instructional practices:

1. **The Socratic Method:** Ask the right kinds of questions at the right times, teach students how to ask the right questions, and nurture critical thinking.
2. **Connection:** Relate to, inspire, challenge, and develop personal relationships with students. Fully engage students' minds and hearts across diverse learning styles. Help students develop meaningful relationships with each other.

3. **Engaging Presentation:** Use powerful hooks, visuals, stories, slides, techniques, and body language to entice learning. Deliver student-centered learning through flipping the classroom, strategically using Bloom's taxonomy.
4. **Quality Feedback:** Provide specific and meaningful feedback. Inspire and demand quality work. Encourage creative approaches, solutions, and alternatives.
5. **Modeling:** Teach skills and attributes by modeling them for students. Above all, a mentor should further his/her own liberal arts education and model an exemplary life.
6. **Project-Based Learning:** Use engaging simulations and hands-on projects aimed towards specific audiences and meeting real needs.

Career Education

LAU **does not** intend to offer career education.

Online Education

LAU **does** intend to offer an online education. Classes are taught online in real-time, and student interaction and participation is required. Students utilize online collaboration platforms such as Blackboard Collaborate™ and Canvas™ to gain access to their mentors and curriculum and complete assignments. LAU also looks forward to creating an active, in-person Utah student community through regular field trips, cultural experiences, STEM activities, simulations, service projects, and workshops.

Often lacking in an online learning environment is student accountability. TWC uses many checkpoints to hold students accountable for their education and ensure student work is honest and fair: class discussion, oral evaluations, pictures of completed projects, writing summaries of learning activities, and careful regulation of grading. These checkpoints are observed by mentors who interact personally with each student, giving mentors a chance to personally examine individual learning and understanding. For more information about student assessment, see Section 4: Performance and Measures. Additional checkpoints will be developed as the need arises.

Gifted Education

LAU **does not** intend to offer gifted education.

Four Year College and/or University Affiliation

LAU is exploring the possibility of a partnership with a four-year college or university that supports its mission and goals, and hopes to offer early college options. Although there is not any further detail to provide in this application, LAU's school model will be successful with or without this affiliation.

Section 4: Performance and Measures

Educational Philosophy and Organizational Priorities

LAU's mission focuses on helping students live meaningful lives as principled leaders. This educational philosophy encompasses the whole student, including both academic performance and personal leadership development. To successfully execute this expansive approach, one objective was selected to motivate, focus, and allow measurement of progress as an organization in each of these areas.

Academic Performance

Ensuring high academic performance is critical to LAU's mission. As students perform well academically, they gain opportunities to serve the world and take advantage of higher education. LAU's academic performance objective is that 90% of students enrolled for at least two years in grades 9–11 at LAU will score in the 70th percentile or higher on the ACT standardized test. To score in the 70th percentile on the ACT, students must prove mastery in multiple subject areas: English, math, reading, science, and writing.

Leadership Development

Each leadership course requires students to complete one or more leadership project(s), and each project requires students to successfully incorporate leadership principles into their daily lives. Projects account for a major part of a student's leadership grade. Therefore, students cannot pass these courses unless they both learn and apply the concepts taught. This mastery-based approach ensures fulfillment and integrity in demonstrating key leadership habits, as described in the curriculum overview. The annual goal is that 90% of students will master at least 70% of the material in the leadership courses.

Approach to Assessment

LAU believes assessments should be diverse and abundant, and should inspire student learning. Assessments perform two functions at LAU:

1. Provide new learning opportunities and perspective
2. Measure skills and knowledge

Formative assessments used throughout the semester will gauge student and mentor progress, and summative assessments used at end-of-term and end-of-year will provide comprehensive measures of proficiency.

Formative assessments provide opportunities to evaluate progress while still in the midst of learning. In TWC, varied formative assessments are administered frequently to provide an important feedback loop between mentors and students, such as:

- **Oral exams** where mentors guide students through mid- or end-of-term assessment questions. This allows mentors to reveal the scope and extent of student learning by asking follow-up questions based on student responses, changing hypothetical fact patterns on the fly, and asking personalized questions about how students are incorporating new knowledge and/or skills into their daily lives.
- **Projects** that require students to apply concepts to real-world situations.
- **Student audio/video presentations** where students create slides and narrated videos to share with their peers.
- **Simulations** where students are given roles to play in fictional scenarios. For example, students in social studies courses simulate constitutional conventions, moot courts, and other high-intensity situations that capture student interest and provide students with the opportunity to practice both their knowledge and leadership skills.
- **Study guides** requiring student response to key curriculum questions (also providing students with an important study tool to help them prepare for final assessments).
- **Essays** that ask students to respond to prompts that are both intellectual and personal, and that guide students to form meaningful connections to the knowledge they are demonstrating.
- **Colloquia** where students participate in a discussion about a particular reading, then rate themselves based on their contributions, using established criteria.

These assessments also serve another important function for mentors: to help identify students who are struggling so mentors can perform weekly intervention. Mentors send messages and extend phone calls to students and their parents when a student's grades approach or drop below 70%. By using this benchmark, mentors, students and parents are all informed of a student's progress and can step in to help if the student is not showing proficiency during formative assessments.

In addition to many formative assessments, summative assessment also provides data to meet the second function of assessments: measuring skills and knowledge. Data gathered through these assessments serve two main purposes:

1. Help students understand and gauge the extent of their skills and knowledge
2. Identify trends and statistics from which mentors and the school can make informed and relevant goals related to their responsibility of student learning

Summative assessments used by TWC include:

- **End-of-term summative assessments**, including proctored, comprehensive final examinations
- **Standardized state testing**
- **ACT testing** and college admission exams

This data helps LAU identify annual school improvement opportunities in the areas of instruction, performance on exams, student and parent satisfaction (based on survey data), and professional development. The implementation of a School Improvement Team comprised of key school administrators and members of the WES team can be utilized to drive and discuss progress on the school's improvement goals.

Measure	Metric	Board Goal
National percentile ranking using ACT scores	ACT standardized test	90% of students enrolled at LAU for at least two years between the grades of 9–11 score in the 70 th percentile or higher on the ACT.
Leadership skill development	TWC leadership program outcomes and individual leadership course rubrics	90% of students will earn final grades of 70% or greater in leadership courses.
Support given to struggling students	Mentor support for struggling students	Mentors will provide additional support to students whose grade for a course approaches or drops below 70%.
Parent satisfaction	Annual parent satisfaction survey	Parents will indicate an overall satisfaction rate of 70% or above in the annual parent satisfaction survey.

Section 5: Governance

The governing board of LAU is run by a Board Chairperson and assisted by a Secretary. As needs develop, the board will appoint committees and committee chairpersons. The current governing board is comprised of seven members, and the board is actively recruiting two more members, including a CPA to help manage the financial aspects of the school and an attorney to facilitate compliance with state law and requirements. An attorney was serving on the board prior to submission of this proposal, but had to step down for family health reasons. Board members come from a variety of backgrounds and have various skill sets that qualify them to effectively oversee a charter school.

The LAU board actively recruited a teacher experienced in delivering TWC to serve on the board. The knowledge and experience this board member contributes are invaluable to the board's understanding of the intricacies of TWC and the operations of an online school that administers this curriculum. As this teacher is not employed by WES, but rather by another school that employs TWC, the board hopes this is not viewed as a conflict of interest. The board is willing to act on recommendations of the Utah State Charter School Board in this matter.

The governing board of LAU will hold LAU administration accountable to financial standards and legal obligations, and will represent community and stakeholders' interests to the LAU administration. The governing board will meet with school administration on a monthly basis to review progress on all key aspects of the school, using data from financial reports, student test

scores, parent surveys, state correspondence, relevant legal documents, standards established in the charter itself, and input from the School Improvement Team.

The governing board plans to follow all of the regulations set forth in Utah's Open and Public Meetings Act (52-4). For example, the board will post meeting agendas and locations at least 24 hours in advance (52-4-202) and will post the open board meeting recordings afterwards (52-4-203). Any closed meetings will follow all regulations set forth in 52-4-204, 205, and 206.

Board Membership

Suzanne Christensen graduated from Brigham Young University in 2000 with a BS in Sociology, and minors in English and Business Management. She has served in leadership positions in various organizations, notably as a founder and president of United Families Pennsylvania, a board member for the Wharton Kids Club, a contributor to *www.thepowerofmoms.com*, and as a writer and planner for her home education group, *Adventure Learning*. Suzanne is the mother of four boys, ages 2–14. She has used private, charter, and home education for her children. She has coached sports teams, coached a junior high mock trial team, organized science fairs, led a monthly book club for boys, and taught an online world cultures class for 1st/2nd graders. Suzanne has two students using TWC and appreciates the quality instruction and personalized education her children receive. She is excited to share this opportunity with Utah families and help create a stronger community for Williamsburg learners.

Analisa Fisher graduated from Brigham Young University in 2012 with a BA in French teaching and a minor in English teaching. Since graduating, she has been working at Aristotle Academy, a new charter school in American Fork, Utah, teaching French and Language Arts to grades 6, 7 and 8. She has loved working with middle school students and has enjoyed working in a charter school environment. She had her first child, a son, in May. Analisa became familiar with TWC when her sister became a mentor for Williamsburg Academy. Though Analisa does not have any children old enough to attend LAU, she is excited to give other children the chance to access TWC. She believes that TWC very effectively teaches leadership skills, which is so important for the world today.

Busch Jones graduated from Brigham Young University in 1997 with a BA in Travel and Tourism, geography emphasis. He has worked for over 20 years in the travel and airline industry, including his current role in talent acquisition in the human resources department of JetBlue Airways. He is a founding board member of the JetBlue Foundation, an organization committed to providing opportunities in aviation and STEM education for underserved groups. Busch is the father of three children, ages 18, 16 and 12. He and his wife have pursued alternative education for their children, including both public and private schooling, and his children have greatly benefitted from TWC. After seeing the growth and enthusiasm of his three children and the quality of the curriculum and mentors, he recruited five extended family members to join the program. He is looking forward to the many advantages LAU will bring to his children, other family members, and many other students and families throughout Utah.

Valden Longhurst graduated from Brigham Young University in 1997 with a BS in Electronics Engineering Technology. Since graduation, he has worked in the field engineering local data networks, supporting metropolitan area data and voice networks, and troubleshooting global issues with large companies responsible for carrying major sections of the Internet traffic. Currently, Valden is employing his skills to improve the accuracy and understandability of technical documentation. Valden and his wife have educated their children using both public and private education systems. The leadership, science, technology, engineering, and math skills their children have developed while taking TWC courses have greatly impressed them. Valden desires to encourage, support, and be a part of this development in hopes that LAU will be a blessing to other students. Valden will be advising LAU in the technology area—specifically with software and possibly hardware.

Dale Millsap graduated from Utah State University in 1999 with a BS in Mechanical Engineering, aerospace emphasis and Spanish minor. He worked for two years for a small, family-owned hydraulics and pneumatics design/build/service company and then began his current employment at Williams Companies, a Fortune 100 company focused on energy infrastructure. At Williams he is tasked with the development and management of the engineering standards utilized on projects and assets across the company. He also serves as a board member for the Center for Documentary Expression and Arts in Salt Lake City. Dale is the father of eight children, newborn to age 17. He and his wife have custom tailored their children's educational opportunities, utilizing homeschool, charter school, public school, and online curriculum. His two oldest children have integrated TWC into their educational portfolio, and he is excited to help create new opportunities for his other children to access this education through LAU.

Ilarene Patton graduated from Brigham Young University in 2011 with a BS in Biology Education. In her first year of teaching, she worked at Providence Hall, a first-year charter school, teaching 6th and 7th grade science and technology. After taking two years off to focus on a new baby, she was hired by Williamsburg Academy, an online school using TWC, as a STEM teacher for 8th grade students. Ilarene continues to focus on her son while enjoying the flexibility of a thriving career as an online mentor. In the fall of 2015, she looks forward to taking over Biology classes at Williamsburg Academy and teaching the science she loves the best. She is excited to grant more students in Utah access to a curriculum and education system that she has fully invested in through founding LAU.

Catherine Scott graduated from Brigham Young University in 2000 with a BA in English, writing and editing emphasis. After working as Special Projects Editor for a national magazine for four years, she became a self-employed writer and editor. She participated in efforts to create a Utah chapter of the national organization Hands & Voices, a parent-driven community designed to support parents of deaf and hard of hearing children. She also created and runs a local chapter of Liberty Girls, an American history homeschool club for girls ages 6–10. Catherine is the mother of three children, ages 13, 10 and 5. She has an avid interest in education, and her children have benefited from a mix of public school and homeschool. After seeing how well TWC's 6th grade leadership course prepared her son for public junior high, she is looking forward to having her younger children access the full Williamsburg Curriculum through LAU.

Appendix A

BACKGROUND INFORMATION SHEET

Name: Suzanne Christensen

Role with School: Board Member

Expertise: Parent Representative

Statement of Intent: My intention is to develop a quality distance learning education option for Utah that utilizes the power of community in extended learning opportunities. I have had extensive experience in planning, organizing, and executing various programs and events. As a parent, I am a committed team member with a desire to help parents and students in the state of Utah utilize innovative educational opportunities.

Not-for-Profit History:

1997–98, Executive Director—Community Service Ongoing Programs, BYU Student Association, Brigham Young University, Provo, UT

Supervised and trained program directors for all ongoing community service programs for BYU students, including: Best Buddies, Adopt a Grandparent, Girl Scouts of America, Youth Detention Center Volunteers.

2004–05, Treasurer/Event Planner—Wharton Kids Club Board, Philadelphia, PA

Managed finances for club and planned events for families of Wharton students.

2004–05, Parent's Association Representative—The Bala House Montessori School, Bala Cynwyd, PA
Coordinated annual Parent's Social and Fall Festival.

2004–05, President—United Families Pennsylvania, United Families International, Philadelphia, PA
Started a state chapter of United Families Pennsylvania. Advocated, educated, and spoke on behalf of families at various events throughout the state.

2005–present, Homeschool Parent

Developed curriculum, worked in large and small group settings, worked with various charter schools/ESS in coordinating education of three children. Organized co-ops and wrote curriculum for 10–15 families who educate together. Teach a weekly class for elementary students, live and also online.

2011–12, Committee Member—Montessori Academy Parents Association, Maria Montessori Academy, North Ogden, UT

Wrote grants for a school garden. On committee that started up a school library with sorting, cataloging, organizing books, creating a computer catalog. Trained as a reading specialist and worked individually and led groups of 1st–3rd graders.

Employment History:

1998–99, Program Director—New Student Orientation Team/ Programming Team, Brigham Young University, Provo, UT

Planned and executed university's New Student Orientation program, including training student leaders, campus tours, and various activities for incoming students. Planned and ran events such as: President's Christmas Party for families of faculty and staff, a 5k race, various campus activities/events.

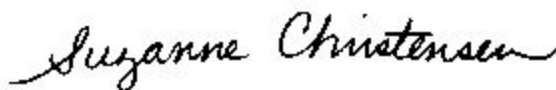
1999–2001, Marketing Director/Special Projects Coordinator—Honeyville Grain, Salt Lake City, UT
Developed product education for sales department, designed and produced a holiday product line, coordinated sales events at regional conventions, wrote monthly customer newsletter, wrote copy work, cooking instructions, and recipes for product labels.

Education History:

1996–2000, Brigham Young University, Provo, UT
Bachelor of Science degree in Sociology, minors in English and Business Management

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in cursive script that reads "Suzanne Christensen". The signature is written in black ink and is positioned above a horizontal line.

Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Analisa Fisher

Role with School: Board Member

Expertise: Certified Teacher in a Charter School

Statement of Intent: I intend to use my experience as a teacher to help with the governance of LAU. I have worked at a charter school and know what makes a charter school effective from a teacher's standpoint. I have had communication with many charter-school parents, administrators, and teachers, so I know what will be needed of us as a governing board. I am committed to this application, especially the desired outcomes of the school and the curriculum that will be used to reach those goals.

Not-for-Profit History: I have worked with my school administration at Aristotle Academy doing the following: helping to resolve personnel disputes, teaching professional development classes to the faculty, designing the yearbook, working as assessment director, and designing curriculum. These duties were outside my job description; I simply made it a point to help my school anywhere I saw a need. It was important to me to see the school have success.

Employment History:

August 2012–Present, Middle School Teacher, Aristotle Academy, American Fork, UT

Taught Language Arts and French to grades 6–8. Worked with the administration as assessment director of the school and fulfilled various duties as listed above.

September 2012–August 2014, Employee at Boys and Girls Club of Utah County, American Fork, UT

Worked with students in the afterschool and summer programs at Aristotle Academy. Taught French club, Creative Writing club, sports, and reading.

August 2014–Present, Site Director at Boys and Girls Club at Aristotle Academy, American Fork, UT

Developed and integrated the afterschool and summer programs at Aristotle Academy. Hired and trained teachers and staff for the program. Worked with students and their parents in reaching the club's goals. Coordinated with school administration and staff to develop a positive rapport between the club and the school. Effectively kept track of all finances and fulfilled all legal obligations of the club.

Education History:

September 2007–April 2012, Brigham Young University, Provo, UT

Bachelor's degree in French Teaching with a minor in English Teaching

May 2015, Received Level 2 Secondary Education Teaching Licensure in the State of Utah

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Busch Jones

Role with School: Board Chair

Expertise: Parent, Human Resources, Project Management

Statement of Intent: As a founding board member, I am personally invested in the formation of LAU. My wife and I have pursued alternative education for our 3 children, ages 12–18. They have most recently been able to experience TWC through a combination of online private schools and charter schools. They have excelled in the program and are receiving a high caliber liberal arts and leadership education. They are very engaged in the different courses offered, continually comment on the exceptional mentors they interact with and have formed quality relationships with many students throughout not only Utah, but also the nation and other parts of the world. However, as a parent it has not been easy to get our children enrolled in these programs, to sign up for classes, or to stay on top of the many requirements needed to remain enrolled in a charter school that provides TWC classes. Since LAU will solely provide TWC, this will make the entire process for both parents and students smooth and seamless, allowing them to focus on their education. I look forward to many more students and parents benefitting from the efficiency that LAU will bring to those seeking an education using TWC.

Not-for-Profit History: I currently serve as a board member for The JetBlue Foundation, a 501(c)(3) organization in its third year committed to providing opportunities in aviation and STEM education for underserved groups and communities. As a founding board member, I participated in the development of the foundation's vision, mission, and strategic plan. I am currently the liaison between the foundation and Utah Valley University, who was the recipient of a grant from the foundation in 2014.

Employment History: I have been employed by JetBlue Airways Corporation for the past 13 years. I currently work in the talent acquisition portion of the human resources department. I have experience in the recruiting, interviewing and onboarding of new employees, the building of a staffing forecast based on yearly budgets and projections, as well as the performance management and career development of current employees. I have experience in all aspects of project management, including managing the opening of a location in a new city. I work every day with individuals in different cities, which requires me to rely heavily on online technology to conduct daily business including meetings, trainings and collaborations.

Education History: I graduated from Brigham Young University in 1997 with a BA in Travel and Tourism. I have pursued continuing education by completing business and leadership courses offered through my current employment.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Busch Jones

Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Valden Longhurst

Role with School: Board Member

Expertise: Electronics Engineering

COMPUTER SOFTWARE

Client Systems

Highly skilled using various flavors of Linux desktop environments. Proficient with Windows 95/98/2000/XP, MS Word, MS Excel, MS Powerpoint, MS Access, Netscape, Mozilla Thunderbird, Mozilla Firefox, Scribus, Gimp, Corel Office, and Star/Open Office Suites. Competent with Inkscape, MySQL, Adobe Photoshop, Adobe FrameMaker, and FileMaker.

Server Systems

Administered Infor's FACTS enterprise resource management system. Installed for a corporate environment, securely configured, and administered AIX Unix, Redhat Linux, Debian Linux, OpenBSD, Windows 2003 servers. Configuration for highly secure remote access, highly-dependable Postfix/Exim/Dovecot e-mail delivery, authoritative and secondary BIND servers, solid Apache server, and DHCP services. Competent with Cisco IOS routers and MySQL database administration.

COMPUTER HARDWARE

Designed and constructed LANs of various topology. Member of a server-based security team for ethernet packet construction and encryption. Engineered and assembled a computer including assembly language programming and hardware interfacing. Diagnosed, configured, and occasionally repaired various motherboards and ISA, PCI, and PCMCIA cards.

Statement of Intent: My understanding of this role and personal statement of intent is to advise in the technology area using my skills and education.

Not-for-Profit History: I have volunteered for the Boy Scouts of America, The Church of Jesus Christ of Latter-day Saints, and various community organizations (staff member for the Special Olympics for the handicapped, instructor for the English Language Center, and others). I received no monetary reimbursement for these volunteer hours—only personal satisfaction. These teaching experiences outside of technology and other life experiences have reinforced my understanding of the increasing need for a solid education involving key elements: strong leadership skills, a willing attitude for bi-directional communication, practical knowledge in the sciences, an ability to effectively use current technology, a respect for engineering principles, and a pressing need to both understand and apply math beyond simple mathematics.

Employment History: President/owner of a small and successful sole proprietorship, operated within solid fiscal principles.

Communication and Network Systems Engineer

Administered heterogeneous (Linux, Windows 2003, Windows 2000/XP, and AIX UNIX) servers and clients. Responsible for initial provisioning, installation, and maintenance of network

hardware equipment, application installation and configuration, inventory and asset management of communication equipment including voice, cellular, and data systems. Managed remediation of software license compliance. Formulated, documented, and regularly tested disaster recovery plan and backup/restore assurance programs. Maintained client/server software and periphery firmware upgrades across a wide area network of seven branches.

Director of Operations

Managed employee and author relationships and oversaw internal operations for maximum productivity and efficiency. Formulated projection plans for continual company growth and maturity. Developed efficient sales/finance/shipping databases.

Network Engineer

Designed and implemented networks for companies of various sizes. This included both hardware cabling and server solutions involving comprehensive backup solutions, RAID installations, firewall lock down, and secure network file sharing.

Network Administrator

Administered heterogeneous ethernet (Linux, Windows 2000, Windows NT, and SCO UNIX) network. Incorporated and administered Linux Web, File, SMB/DNS/DHCP, and Print servers. Provided help-desk support for 75+ employees through either local or remote access. Engineered and implemented network and firewall security procedures.

Education History:

Associates, Electronics Engineering Technology, BYU-Idaho, 1994

Bachelor of Science, Electronics Engineering Technology, BYU-Utah, 1997

Red Hat Linux certified engineer

Linux Professional Institute certified

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Valden Longhurst

Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Dale Millsap

Role with School: Board Member

Expertise: Science, Engineering, Math, Project Management, Economics

Statement of Intent: I am committed to the establishment of LAU. My wife and I have eight children, from newborn to age 17. We have custom tailored their educational paths. Our oldest two children have benefitted significantly since we integrated TWC into their educational portfolio, and they are receiving a world-class education. They enjoy the lasting relationships they have formed with their mentors and fellow students, and have developed greater sensibilities toward the diverse and dynamic world they live in. I want to make this curriculum more attainable for the rest of my children and for many other families as well through the establishment of LAU.

Not-for-Profit History: I currently serve as a board member for the Center for Documentary Expression and Art (CDEA) (<http://www.cdautah.org>) an independent, non-profit organization that creates, supports, and promotes documentary expression, documentary art, and documentary studies through a Major Exhibits Program that builds exhibits with significant national and international human rights themes and a K–12 traveling exhibits program called Exhibits That Teach (ETT). CDEA major exhibits are designed to travel nationally and internationally. ETT exhibits travel through the state of Utah and the intermountain region. I have played a key role in obtaining financial support for several CDEA traveling exhibits.

I have volunteered in various capacities with Boy Scouts of America, and I dedicate a significant amount of volunteer time to religious service with The Church of Jesus Christ of Latter-day Saints.

Employment History: I have been employed by The Williams Companies for the past 14 years. I currently manage a group of eight engineers responsible for the development and maintenance of the company-wide engineering standards library. I am responsible for highly technical content used by a wide audience, managing many intercompany relationships, as well as managing my department budget. My team is located in multiple cities, and we heavily leverage technology to stay connected and accomplish our work.

Prior to my current role, I was a project manager for large utility infrastructure projects for Williams. In that role, I have experience working with many project stakeholders, including external stakeholders like landowners and agencies. I was responsible for large project budgets, and for maintaining customer expectations of cost, quality and schedule in the execution of projects.

I am a licensed Professional Engineer (PE) in the state of Utah, and I am a certified Project Management Professional (PMP).

Education History: I graduated from Utah State University in 1999 with a BS in Mechanical Engineering, aerospace emphasis and Spanish minor.

I maintain my PE and PMP credentials as required through various continuous education and training opportunities.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

A handwritten signature in black ink, appearing to read "Dr. James Miller". The signature is fluid and cursive, with a large initial "D" and "M".

Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: Ilarene Patton

Role with School: Board Member

Expertise: Science Education

Statement of Intent: My role on this governing board is to provide the perspective of a certified teacher as we work to build this school. I have seen TWC in action and have seen students thrive in an online environment where they are inspired by mentors and supported by peers across the country. I believe that by using this established curriculum, LAU can provide a new niche in education in Utah to students who are looking for a unique, challenging online environment.

Not-for-Profit History: Much of my volunteering history comes in the religious sector, serving in various capacities for The Church of Jesus Christ of Latter-day Saints as a coordinator for service done in the community.

Employment History: After graduating from college, I spent my first year teaching at a first-year charter school. During this year, I learned many things about how a school is run and how policy can affect professional development within a school. For the past year, I have taught as a mentor at Williamsburg Academy, teaching three classes of 8th grade STEM. During this time, I was able to apply my teaching knowledge to an online environment and found great satisfaction in connecting with and mentoring students that I had never met in person, but still came to know and care about. In the fall of 2015, I will be mentoring Biology classes with Williamsburg Academy.

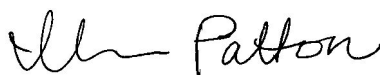
My experience teaching online has led me to be proficient at:

- Designing and publishing lessons, quizzes and assignments in Canvas, an online learning management system
- Effective use of Blackboard Collaborate, an online classroom environment
- Use of Zoom software in running professional development meetings and parent/student conferences
- Collaborating online with colleagues through effective e-mail communication and additional tools

Education History: I earned a Bachelor's Degree in Biology Education from Brigham Young University in 2011, complete with a Level 1 Teaching License for Secondary Science from the State of Utah. Recently, I submitted my application to renew my Level 1 License and am currently working on a professional development plan in order to upgrade my license to a Level 2.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

BACKGROUND INFORMATION SHEET

Name: **Catherine Scott**

Role with School: **Board Secretary**

Expertise: **Parent (writer/editor)**

Statement of Intent: As the parent of a student who benefitted greatly from a 6th grade leadership class from TWC, I am interested in making the entire curriculum more accessible for my two younger children. I am also motivated by the desire to create a strong, in-person network of Williamsburg students in Utah to help satisfy the need for social interaction, strong friendships, and trustworthy mentors during the middle and high school years.

Not-for-Profit History: In addition to serving as president of a church organization for young women ages 12 to 18 and president of a church organization for children ages 0 to 12 (which required overseeing teachers, budget, activities, and lessons on a small scale), I also participated in efforts to create a Utah chapter of the national organization Hands & Voices, a parent-driven community designed to support parents of deaf and hard of hearing children. I am currently serving as a board member for Mom's Retreat, a non-profit, overnight, mountain retreat created to educate homeschooling mothers. In 2012 I created (and still run) a local chapter of Liberty Girls, an American history homeschool club for girls ages 6–10.

Employment History: As assistant editor and then special projects editor for a national magazine (1999 to 2002), I conceptualized and developed 8 special issues a year, coordinating artists, graphic designers, budgets and deadlines. I also developed and taught classes related to magazine content at special events and trade shows across the country.

After the birth of my first child in 2002, I created my own company, Written Right Communications, to continue my writing and editing career on a contract basis. Day-to-day operations include writing and editing for established clients, recruiting new clients, invoicing for completed work, and keeping necessary records for tax purposes.

Education History: I graduated from Brigham Young University in 2000 with a BA in English, with emphasis in writing and editing.

I have strong interest in the fields of education and psychology and am contemplating returning to school to work toward an advanced degree.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR LAU CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Appendix B

Scoring Criteria

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially Meets	Does not meet
A response that meets standard will:	SECTION 1: SCHOOL PURPOSE					
Identify the purpose(s) of the charter school as outlined in 53A-1a-503.	X					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	X					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	X					
Describe the school's educational foundation and the culture or ethos	X					
Describe the anticipated population of the school, including grades served and requested enrollments	X					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	X					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9	N/A					
A response that meets standard will:	SECTION 2: MARKET ANALYSIS					
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	X					
Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be referred to as the target location	N/A (statewide, online charter school)					
Describe data that points to trends/shifts within target location specific to school selection	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially Meets	Does not meet
Provide the characteristics of the proposed charter school that set it apart from others in target location	X					
Demonstrate how its proposed locations meet the definition of “high growth area,” if applying under 53a-1A-502.5	N/A					
A response that meets standard will:	SECTION 3: PROGRAM OF INSTRUCTION					
Align with the school's mission, vision, and overall educational priorities	X					
If replicating an existing school design:						
Provide sufficient evidence the replicated design has been effective and successful in raising student achievement	X					
Identify specific successful practices	X					
Commit to a high level of fidelity to the successful model and minimize “tinkering” with the model until achieving acceptable results	X					
Describe the applicant's capacity to replicate an existing school design	X					
If using developed curricula:						
Identify the school's philosophical approach to educating students	X					
Ensure that educational priorities are meaningful, manageable, and measureable, and focus on improving student outcomes	X					
Show the selected curricula is consistent with the school's mission, vision, and educational program design	X					
If creating own curricula:						
Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	N/A					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially Meets	Does not meet
Describe the framework for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development	N/A					
<i>If focusing on career education:</i>						
Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	N/A					
Identify major methods of instructional delivery and post-secondary and business partners	N/A					
Include a convincing plan for transitioning students to work, further training, or higher education	N/A					
<i>If offering a distance and/or online education program will include:</i>						
A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means	X					
The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with students to provide assistance	X					
The methods to be used to ensure authenticity of student work and adequate proctoring of assessments	X					
The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents	X					
Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially Meets	Does not meet
<i>If focusing on gifted education:</i>						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades	N/A					
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context	N/A					
<i>If offering early college:</i>						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program	N/A					
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role	N/A					
<i>A response that meets standard will:</i>	SECTION 4: PERFORMANCE MEASURES					
Align with the school's mission and educational program	X					
Define measures, metrics, and targets that are SMART	X					
Set high standards for student learning	X					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	X					
Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	X					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially Meets	Does not meet
<i>If serving educationally disadvantaged students:</i>						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards	N/A					
Ensure that the school will be held to the same performance standards as other public schools	N/A					
Specify the time frame in which students will be expected to meet the performance standards	N/A					
Show compliance with all federal accountability standards	N/A					
<i>A response that meets standard will:</i>	SECTION 5: GOVERNANCE					
Demonstrate the board has the capacity to found and sustain a quality school	X					
Include background information sheet for each named board member	X					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	X					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	X					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds		X				
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations		X				
Illustrate the governing board's capacity to represent the community well	X					

Attachment B

Waivers

LAU is seeking a waiver from R277-482-5, *Timelines—Charter School Starting Date*, in order to open in August 2016 instead of August 2017.

Currently, Utah students can access TWC by paying private tuition at Williamsburg Academy or by enrolling in a charter school that partners with Harmony Educational Services or My Tech High, for whom WES acts as a curriculum provider. The relationship between WES and My Tech High and Harmony Educational Services has become increasingly strained, and it is doubtful the relationship will continue into the 2016–2017 year. The relationship is strained for three primary reasons:

- 1) Issues related to the state’s findings in the 2013 Performance Audit of Distance and Online Education Programs
- 2) Lack of support for students wishing to take advantage of TWC’s full program instead of just one or two TWC classes
- 3) Incompatibility with technology and cost of courses because TWC was designed to be more than a traditional, asynchronous course offering

The LAU board is concerned about losing momentum if students do not have a tuition-free way to access TWC during the 2016–17 year, making a 2017 opening much more difficult.

The board also feels strongly that opening in 2016 is a natural fit for LAU because:

- 1) LAU does not need to find or build a facility;
- 2) TWC is fully developed and ready to be implemented precisely in the way LAU intends to implement it;
- 3) LAU will have access to a Student Information System, a Learning Management System, and clearly established technology systems through its partnership with WES;
- 4) LAU will have access to a body of policies and practices designed for online schools implementing TWC that adhere to best practices, which the board can modify as needed;
- 5) LAU will benefit from a powerful professional development program that already exists and has been proven to effectively train and support mentors delivering TWC;
- 6) WES agrees about the need to open in 2016 and is prepared to provide LAU with the necessary resources and support to carry out an accelerated opening.

Therefore, the board requests a waiver from R277-482-5 in order to open in August 2016.